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ABSTRACT

Intended for potential and current job placement coordinators, this guidebook describes Georgia's placement service activities in the following five areas: (1) organization of a placement service, (2) developmental activities, (3) testing, (4) individual and group work activities, and (5) followup evaluation and research. The test's introductory rationale makes the assumption that job placement, as a key school service, should provide comprehensive efforts related to vocational preparation both at the elementary and secondary levels. Resource materials and a bibliography are appended. This leader's guide was funded by means of a state grant. (AG)

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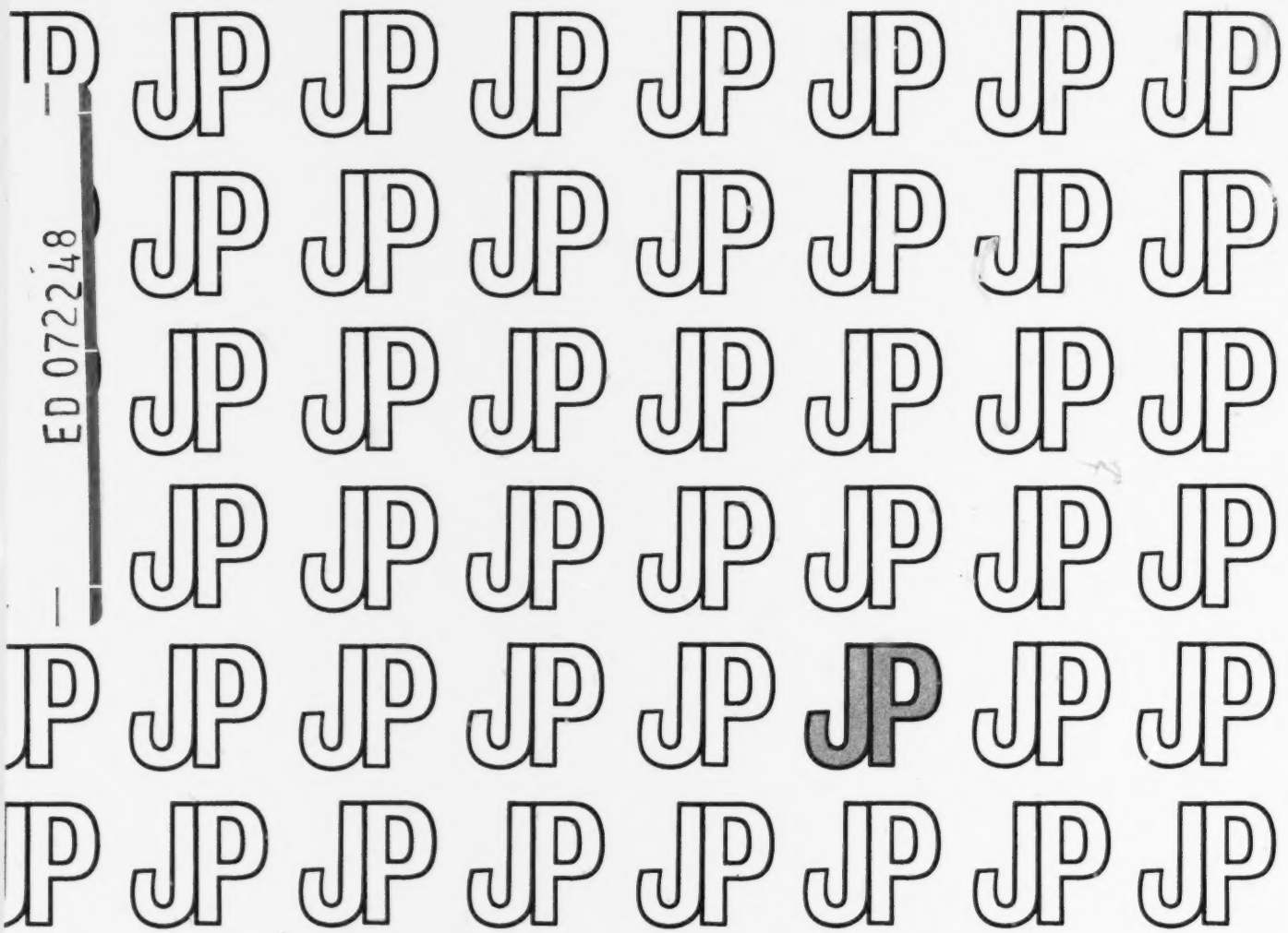

GEORGIA GUIDEBOOK JOB PLACEMENT SERVICES

VT 018 730

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INTRODUCTION

One of the major goals of public and secondary education is to prepare students for a vocation. Many of the educational activities in the curriculum attempt to build attitudes, skills, and knowledge such that the student will be well prepared for the transition from school to work. The typical school, however, stops short of a systematic effort in job placement. This guidebook is based on the assumption that job placement is a key service in any school. Job placement is interpreted broadly to include a wide range of activities which have direct relevance to job seeking and retention. In other words, it is assumed that job placement services begin the day the student enters school by making available to him assistance in relating school activities to the world of work.

This guidebook is aimed at potential and current job placement coordinators. Those who have or should have this responsibility may have other titles, such as counselor, teacher or principal, but a major function of each should be to develop and sustain a job placement service.

Placement service activities may be divided into five main areas: organization of a placement service; developmental activities; testing; individual and group work activities; and follow-up (evaluation and research.

PART I

ORGANIZATION OF A PLACEMENT SERVICE

Labor Laws

A job placement coordinator should be familiar with the Georgia Child Labor Laws. A summary is included in Appendix A.

Scope of Service

The coordinator should determine from his committee and surveys the kind of placement to be offered. The service may include some combination of the following:

1. Period of Employment

    a. full-time employment
    b. part-time before and/or after school
    c. part-time during school (work-study)
    d. summer employment

2. Population to be Served

    a. in-school youths
    b. dropouts
    c. graduates
    d. adults
    e. other special populations (disadvantaged, handicapped, etc.)

The Initial Step

The person assuming the coordination of a job placement service should first survey what already exists. Many efforts both formal and informal will come to light. These may range from a rather systematic placement of students by the distributive education teacher to the word-of-mouth student communication regarding babysitting jobs or newspaper routes.

Through informal but systematic contacts with school and community personnel, the coordinator will be able to judge who may best be involved in the placement service in an advisory capacity, as a resource or as a placement

service worker. Armed with this information, the coordinator can devise a flexible organizational model with which to approach an advisory committee and his administrator.

Who To Involve

As a general principle, the coordinator should involve representatives from all segments of the school and community. In practice, such representation might involve such a great number of people that it becomes unwieldy as a committee. Usually any working committee should not involve more than eight to ten members. An advisory committee may involve more; however, the coordinator will find it more efficient to keep the committee structure small and task oriented. Such a strategy calls for the coordinator to break down the tasks so that a number of committees may be devised to accomplish well-defined purposes. A major responsibility will then be to coordinate the workings of each committee in order to insure a smoothly meshing job placement system.

Recently, a Detroit high school discovered that dropouts were frequently getting jobs while many graduates were not. The rather logical conclusion of many students was that there was little if any relationship between completing high school and getting a job. In response to this unsettling paradox, the entire school community pledged their efforts to 100 percent placement of graduates the following year. The goal was achieved. The key to job placement is commitment, deep and wide.

The job placement coordinator must work toward the goal of making meaningful job placement a deeply felt responsibility on the part of all in the community. If the coordinator is seen as the only individual to whom job seekers may go, the service will have limited impact. The following individuals are some who should be enlisted in important ways:

1. Administrators--The coordinator should be able to count on strong support from his administrators. Full placement is important to them. It means they are doing their jobs. The coordinator should not hesitate to seek assistance from his administrator in enlisting support from the school and community. Frequently, the contacts and influence of the principal or superintendent can be more productive than those of any other individual. On the other hand, using the power of the administrator as leverage to intimidate others can destroy the attitude of cooperation sought by the coordinator.

2. Students--Effective use of the student subculture has many advantages. First, the service is for them, and they will be quick to sense this if they are involved in meaningful and responsible ways. As it is now, probably as much job placement is effected through student interaction as any other. The coordinator can encourage this and even set up a system where students become advisors.

3. Parents--Parents are the workers in the community. Collectively, they represent a large segment of the job force. As such they are key contacts for job development and assistance in placement. One of the first tasks of the coordinator should be to survey and establish a file on the specific work stations of all parents and other contacts they may have.

4. Counselors--Frequently the job placement coordinator will also be a counselor. Whether this is true or not, the coordinator should very quickly involve counselors from both his school and schools within a reasonable distance. As individuals most sympathetic to job placement, counselors should have a wealth of occupational information and job placement contacts.

5. Work-study coordinators--Many placements will have already been accomplished through work-study coordinators (distributive education teachers, vocational office training coordinators, etc.). Their expertise and current efforts should be enlisted as a key component.

6. Businessmen--The coordinator can develop many meaningful functions which have mutual benefit for both the job placement service and the businessman. Whether the businessmen are involved as a source of placements, as advisors, or as supporters in other ways, the coordinator can rally many in the community by giving visibility to the support received. Listing the pertinent facts about each business in a school job placement handbook would be one way of doing this.

7. Laborers--One frequently overlooked source of advice and placement opportunities is the laborer, both union and non-union. The laborer frequently has contacts and information not readily available elsewhere.

8. Teachers--The extent to which the coordinator can actively involve teachers from all disciplines in the services will be a measure of its far-reaching success. Besides serving as a valuable resource, the teacher can be helped to align the subject he is teaching with expected job behavior for the student.

9. Agency Personnel--Employment agencies, both public and private, are in the business of job placement. Their involvement, in a way which emphasizes the cooperative nature of job placement, can be invaluable to the service.

Flexibility

It seems obvious that meaningful placement of the student is the most important concern of the job placement service, but in practice such a concern is frequently violated. The coordinator must exercise great caution to keep the job placement service from becoming bogged down with rules and functions which may well be harmful, or at least not functional, at given times. For example, the coordinator may find that many of the functions which he ordinarily would assume to be his own are being assumed expertly by a student or a businessman sponsor. The coordinator should be sensitive to opportunities for shifting responsibilities as expertise and willingness appear. Indeed, an ideal placement service for some schools might be one in which the students or a group of businessmen take the main leadership role. Care by the coordinator to be generous with his praise and encouragement will generate such leadership much more quickly than if he is defensive and protective about his role in the venture.

Specific agreements

Initially and throughout the life of the job placement service, specific agreements regarding functions to be performed by each individual and committee or group must be effected. The coordinator should work to have these stated in exact and concise terms so that there is no question as to what each functionary will do and how they will know if they are accomplishing it. Specific division of responsibility among the many school and community individuals and groups will foster involvement, yield a sense of accomplishment, and result in more job placements.

A Monitoring System

Inherent in a functional system of specific goal attainment will be the means by which success can be measured. If, for instance, a student agrees to canvass a town block of businesses with an occupational questionnaire, a date should be set for this to be accomplished and specific reporting procedures should be arranged.

PART II

DEVELOPMENTAL ACTIVITIES

Job Development

The first step in developing job possibilities should be to do a comprehensive survey of the community or area to be covered by the service. This survey must include all potential employers and potential employees in the area under consideration. In order to carry out this survey most effectively, the placement coordinator must enlist the services of all personnel suggested in the preceding section. A sample form that has been used in a community survey is included in Appendix B. This form is somewhat general and may not apply in every specific situation. The job coordinator may have to modify, alter or even create a completely new form to fit his own needs.

The second step in job development activities is the establishment of good relations with potential employers in the community. These prospective employers must be made aware of the objectives of the service and the contributions that it can make to their business, to their community, and to their students. The placement coordinator and the school must become sensitive to the needs and expectations of business and industry in regard to the placement service.

A third step in job development is the establishment and maintenance of effective communication with the community-at-large. A variety of communication media have been used with varying degrees of success, including newspapers, radio, television, talks before civic groups and business organizations, and personal contacts with individuals. All, or any combinations of the above activities may be used by the placement coordinator.

Perhaps the most important single factor in maintaining a job placement program and promoting positive relations in the community is the successful performance of the individuals who have been placed in jobs. Therefore, care should be exercised in helping each potential employee ascertain his strengths and interests and become familiar with the requirements of the world of work.

The following list of activities to be engaged in by the job placement coordinator is not meant to be exhaustive, nor are the individual activities meant to be mutually exclusive. The list is presented as a series of possible actions that may be taken by an individual interested in establishing a job placement service:

1. Establish an advisory committee on job placement services. Include in-school and out-of-school personnel, as well as students.
2. Secure names of potential employers of your clients from:
   a. your job opportunity and job vacancy file
   b. faculty
   c. follow-up study results
   d. advisory committee members
   e. telephone directories
   f. civil service announcements
   g. help wanted sections of the newspapers and journals
   h. newspaper articles on new and expanding businesses and industries
   i. chamber of commerce lists (local and state)
3. Survey local employers to determine job openings, job requirements.,etc.
4. Develop a working relationship with the Georgia State Employment Service and an understanding of its placement responsibilities and services, including GATB testing, referrals and notification of placements made. Make periodic visits to the local office of the Georgia State Employment Service for information about current and projected job opportunities.
5. Arrange with appropriate agencies for pre-employment testing of students leaving school without graduating.

6. Use your contacts with other schools; prospective, current, and former clients; and civic and educational groups to mention the job placement service.
7. Invite representatives from various businesses and industries with job vacancies to come to the school to interview prospective employees. (NOTE: This activity should be very carefully organized in terms of time and place.)
8. Develop harmonious and functionally effective relationships with work-study coordinators and others who may already be engaged in job placement activities.
9. Arrange sessions with labor leaders, management leaders, and/or their representatives to rid them of possible false stereotypes about disadvantaged persons; make periodic follow-up visits to disadvantaged persons on the job and report your findings to unions and employers.
10. Arrange sessions with labor leaders, management leaders, and/or their representatives to rid them of possible false stereotypes about handicapped persons; make periodic follow-up visits to handicapped clients on the job and report your findings to unions and employers.
11. Arrange sessions with labor leaders, management leaders, and/or their representatives to rid them of possible false stereotypes about minority group members; make periodic follow-up visits to minority group clients on the job and report your findings to unions and employers.
12. Inform prospective employers of students to be graduated in each department of your school each year.

13. Schedule a tour of the school for employers and employers' representatives.
14. Separate part-time and full-time job opportunities and vacancies.
15. Prepare a form letter of introduction for employers on clients to be interviewed.
16. Screen the job opportunity or occupational file monthly and remove outdated and filled job vacancies.

Development of Students (or Other Clients)

One of the basic functions of a job placement service is to assist a student or other potential employee in finding and being placed in a job that will meet his needs and serve the best interests of society. To successfully carry out this function, the job placement coordinator must engage in a series of student (or client) development activities. The remainder of this section will deal with what may be considered the more significant of these client development activities.

Each client should be assessed for employee potential. Assessment is designed to help the client understand his strengths and weaknesses. The individual and group work activities should then be designed to build on the client's strengths and deal with his weaknesses as effectively as possible.

Objectives of Client Assessment

1. Assist clients individually and collectively in assessing their strengths and weaknesses by use and interpretation of test and non-test means of appraisal.
2. Prepare individual profiles from the results of standardized tests in the areas of ability, achievement, aptitude, interest, and personality.

3. Disseminate relevant information from appraisal results to clients, school administration, faculty, and others as appropriate.
4. Provide continuous data for increased understanding of clients through the use of cumulative records and case studies of individual clients.

Suggested Client Assessment Procedures

1. Establish a record folder to contain information and documents periodically secured about clients, e.g. personal data sheet, references, anecdotal records, health data, school record, test results and reports of grades.
2. Devise the record folder in such a way that it permits research and evaluative studies, e.g. the relationship between characteristics of a client at the time of enrollment and his success on the job, and comparison of client success in school with success on the job.
3. Make special arrangements for clients with physical disabilities or other handicaps through the Division of Vocational Rehabilitation or other suitable agencies listed in Appendix C.
4. Identify clients who need special or remedial instruction by using diagnostic and skill-level tests in reading, writing, and mathematics or by teacher comments and referral.
5. With due regard for the confidential nature of client information, make it possible for staff and the client to study client records.
6. Secure test and non-test data collected in previous schools, if possible, to avoid duplication of effort. Reassessment may be in order if the previous school did not have all of the needed information, or if certain information does not seem to coincide with client behavior and performance.

PART III

TESTING

Tests are an important source of .formation that can be used by school personnel in estimating readiness for academic work, in evaluating needs, and in assessing student abilities and progress. It is important to understand that tests are among the best predictors of future behavior available. It is equally important to understand that tests are limited samplings of various types of behavior, that the accuracy of test results is affected by many factors, and most important of all, that tests furnish only one source of information. Many other factors such as motivation, initiative, and perseverance, which are not now adequately measured by tests, have significance in understanding a client.

Tests may provide significant information for the student's understanding of his abilities, achievements, and interests in his educational and vocational decisions. By means of tests, weaknesses may be identified and/or the student may become aware of special abilities or exceptional abilities that should be developed.

Tests may furnish data that will encourage or discourage a student from certain courses that are appropriately or inappropriately related to his ability and achievement. Tests may provide information for the teacher in adjusting teaching methods and materials to the needs, abilities, and interests of individual students. Frequently there will be students who have unusual difficulty with reading or arithmetic or some particular phase of a subject. Tests may reveal the nature of the difficulty that should be considered in planning a remedial or reteaching program.

Tests have an important function in the evaluation of curriculum and in the assessment of instruction. Tests given to classes of students, or to all students in a school, can provide important information for administrators and teachers to use in evaluating what they have done and in studying educational goals and means of attaining these objectives. (Guidance Handbook, Virginia)

Guiding Principles in Using Test Results (Guidance Handbook, Virginia)

1. Testing has no justification unless constructive action follows.
2. Accurate administration and scoring of tests are essential.
3. Every test user must have sufficient understanding of the test and of elementary statistical concepts involved in testing to prevent misunderstanding and misuse of test results.
4. Test results should be compiled in such a form that they are usable by counselors, teachers, and administrators.
5. Clients should be given test information with intelligible interpretation when they are ready to make constructive use of it.
6. Parents should gain increased understanding of the student through proper interpretation of test results.
7. Tests provide probability evidence, not certainties of success or failure.
8. Despite their limitations, tests are among the best predictors we have.

Limitations of Test Results (Guidance Handbook, Virginia)

1. Test scores should be considered as approximations rather than exact scores.

2. Test data should never be used as the sole basis for an important decision. They are meaningful only when they are interpreted with all other information needed to help a client.
3. Tests measure only a few of the desirable outcomes of education or training.
4. Many factors such as motivation or creative ability are not now adequately measured by tests.
5. Test scores may change because of environment, motivation, rapport, administration, or other factors.
6. A student's reading ability may affect his performance on tests in areas other than reading.
7. Failure to recognize a student's low reading ability may cause m sleading interpretations.

Types of Tests and Their Use

1. Ability Tests (Mental Ability, Intelligence, Mental Maturity)

These tests attempt to measure the examinee's ability to perceive and understand relationships. They attempt to give an estimate of the examinee's capacity to learn new materials and to succeed in school-like tasks. Norms are generally reported in terms of mental age or intelligence quotient.

Performance on an ability test is determined by capacity, learning, and a wide diversity of environmental and psychological factors. Therefore, ability as measured by an intelligence test may change if there is a change in the environment or the personal factors which influence performance on a test. The examinee's performance may improve when better rapport, motivation, environment, nutrition, reading instruction, and/or other factors result in desirable cumulative effects.

A listing of some of the more widely used measures of ability can be found in Appendix D.

2. Achievement Tests

An achievement test measures through a sampling process what one has learned, including the information or skills acquired and the understanding developed. It also indicates one's ability to use the information, skills, and understandings in problem-solving situations. It is designed to determine the amount of progress which has been made toward specific goals of the instructional program. Achievement tests designed to measure the extent of student mastery of the basic skills are sometimes called diagnostic tests. A profile and diagnostic analysis sheet shows the student's strengths and weaknesses in such areas as rate of reading comprehension, alphabetizing, and word meaning. Other achievement tests are labeled survey tests and are best used in areas involving administrative decisions.

Achievement testing in the elementary and the high school is becoming more concerned with the student's ability to apply information and to interpret unfamiliar material than with his range of information. It is generally more important to know the student's development in understanding and his ability to evaluate and apply information in broad areas, such as social studies, than to know his range of factual information of history.

The teacher may want to use test results for individual students or for the group. Generally, past performance is a good predictor of future behavior. Thus, both achievement test results and school marks are good predictors for use in planning the next course and in setting long-range goals.

A listing of some of the more widely used achievement tests can be found in Appendix E.

3. Aptitude Tests

Aptitude has been defined as the capacity to acquire proficiency with training. Aptitude for an occupation or a school subject includes a group of psychological factors, such as verbal reasoning and spatial perception, which are believed necessary for success in further education and various occupations.

The appraisal of special aptitudes in certain fields can be made on a fairly broad basis or it can be highly specific. One can test individuals for mechanical aptitude or for many of the occupations within the field of mechanics. Most school people find a relatively small number of tests covering fairly broad areas to be sufficient. These tests measure such broad areas as Verbal Reasoning, Clerical Speed and Accuracy, Language Usage, Numerical Ability, Abstract Reasoning, Mechanical Reasoning, Space Relations, and Applied Science and Mechanics. Such batteries are helpful in predicting probable success in school subjects and in vocations.

Aptitude tests are particularly useful in counseling and job placement. Giving the client an opportunity to examine the measurement of several of his important mental traits will help him assess his relative strengths and weaknesses. He is encouraged to think realistically about a variety of possible courses of action. Significant differences in scores in various areas may have meaning for vocational and educational planning.

A listing of some of the more widely used aptitude tests can be found in Appendix F.

4. Interest Inventories

These instruments measure kinds and strengths of student's interests. They are not tests in the sense of measuring something which has been learned in school. They are based on the student's expression of likes and dislikes in a number of different situations of a vocational and avocational nature. These choices are then compared with those made by people who are successful in the various occupations, such as sales, management, or law. Some interest inventories are designed to indicate a large interest area such as computational or social service.

Interests are extremely difficult to measure, but several useful inventories have been devised, such as the California Occupational Interest Inventory, the Kuder-Preference Record, and the Strong Vocational Interest Blank.

The results of interest inventories need study and interpretation. The examiner and the client will often find from an interest inventory clues to the motivation of the client. When there are differences between expressed interests and those measured by an interest inventory, it is the examiner's duty to help the client examine all the factors influencing his choices. Interest inventories do not say to the client, "This is what you like, and therefore, this is the occupation you should choose." Rather, they say, "On this inventory you have shown greatest interest in these areas; this is how your interests compare with others in this kind of work; this is an area you may want to investigate."

A frequent misinterpretation by the student is that interest indicates an aptitude. Actually the fact that a student shows a high interest tells us nothing about his ability to perform

successfully in that area. It is true that many students have an interest in the things they can do well and that they achieve best in the activities in which they are interested. However, in considering the relation between interest and achievement, it must be remembered that a high rating in one does not necessarily mean a high rating in the other.

A listing of some of the more widely used interest inventories can be found in Appendix G.

5. Personality Appraisals

There are two broad approaches to the appraisal of personality traits. One is by means of personality inventories, and the other is by means of anecdotal records and descriptions of behavior. Under most conditions, anecdotal records and behavior descriptions are more useful for guidance personnel than are personality inventories. If used, personality inventories should be administered individually and interpreted only by trained personnel.

A listing of personality inventories can be found in Appendix H.

PART IV

INDIVIDUAL AND GROUP WORK ACTIVITIES

It obviously takes more than knowledge and skill to be an effective employee. What it takes differs from job to job, but the non-skill components of effective employment can be conveniently incorporated within the term, "work personality." Neff (1968) places "motives, feelings, attitudes, emotions, preconceptions and values" related to work performance within the concept of work personality.

A client with a generally effective personality may or may not have an effective work personality. Efforts by members of the helping professions to fit prospective employees to what are basically employer attitudes have come under increasing criticism (Liebow, 1967; Wellman, 1968; Arbuckle, 1969). However, clients need to know the rules of the game. They need to know that workers are fired or not hired, or not promoted, more often because of attitudes and behaviors than because of inadequate skills.

Client development of work personality can be accomplished in part by apprising clients of attitudes and behaviors deemed desirable by employers. The list of such attitudes and behaviors shown here has been drawn from formal and informal surveys of employers. (See Appendix I)

Individual counseling may assist clients in developing a work personality; there are, however, certain advantages to the use of group procedures. A group approach may remove the authoritarian stigma of assessing client performance; the members of a group can often evaluate themselves more easily than can an individual client. Attitudes, behaviors, and issues that are of concern can be viewed from a variety of perspectives by the group members.

Job experience is the usual way that work personality has been developed. The high proportion of failures and firings on the job, however, suggests that on-the-job training does not necessarily foster effective job personality (behaviors and attitudes). The strategy that we are suggesting involves the use of group procedures in the development of those attitudes and behaviors that seem to enhance the work personality.

Some suggested group procedures:

1. The job coordinator may secure actual job application forms from employers and have members of the group complete the forms. The members could then critique, discuss, evaluate the information that is given on the application. In this way, misunderstandings and ambiguities can be clarified. (See Appendix J: Filling Our Your Application Form)
2. A personnel director for a business firm may be invited to a group meeting and asked to carry out a simulated interview. The group could then ask questions of the interviewer and gain some insight into why he asks the questions that he asks and how he evaluates the responses.
3. The members of the group may role play job interviewing. They could take turns playing the parts of employer and potential employee. They could role play how not as well as how to behave in an interview. (See Appendix K: How to Sell Yourself to an Employer in an Interview--Do's and Dont's)
4. The job coordinator may use the list of Attitudes and Behaviors Employers Favor (Appendix I) and Why Young People Fail to Get and Hold Jobs (Appendix L) as catalysts for group discussions. This activity may assist group members in deciding what information to include on Personal Data Forms (Appendix M), Resumes (Appendix N), or other forms.

5. The group members may role play making arrangements for an interview by telephone or by letter. (See Appendix O: How to Arrange for an Interview)
6. The members of the group may discuss appropriate actions to take after the interview. (See Appendix P: What to do After the Interview)
7. The members of the group may visit businesses and industries on field trips. Adequate preparation of group members before the trip includes explaining what the business procedures are and the number and kinds of workers employed. Encourage group members to be inquisitive and observant. Hold group discussions after the field trip in order to make the next field trip more effective.

Listed below are some individual and group work activities in which the job coordinator may engage. This is a suggested list; some activities may work well for some job coordinators and not for others. You should add or delete activities as you see fit:

1. Provide practice in job seeking and job interviewing through role playing or dramatization:
   a. relating self to job
   b. assessing job offer
   c. explaining training, work experience, skills, and interests on the basis of employer needs. A local personnel manager or employment supervisor could assume the role of employment interviewer.
2. Assist faculty members in arranging group discussions to help clients understand job requirements in the faculty member's area of job specialization.
3. Explain job opportunities, job training and job placement available in your area at career days and in personal recruitment contacts.

4. Urge school staff members to emphasize pride in workmanship, acceptance of industrial discipline and responsibilities, safety, appropriate dress, housekeeping, punctuality, initiative, and diligence.

5. Invite industrial personnel, employment agency personnel, and/or employers to present their views on appropriate job interview behavior to your clients.

6. Make certain that school system brochures in general and school brochures in particular include a section on job placement.

7. Publicize by announcement, bulletin board or open file:

   a. job requests received from employers
   b. job opportunities and vacancies--locally, regionally, statewide and nationwide

8. Develop a Career Day or Career Night at your school or in conjunction with other schools.

9. Plan and carry out some simulated work and decision-making experiences.

10. Have students write letters of application or follow-up letters for an interview and after an interview. (English teacher and counselor could be good resources.)

11. Hold group guidance sessions or seminars periodically on job seeking and job interviewing including such topics as:

    a. how to get a job
    b. applying by telephone for an interview
    c. self-evaluation on a new job (The school counselor could be a good resource person.)

12. Make definite provision to inform new clients of the job placement service on your first contact.

13. Have former clients return to the school to relate their job-seeking, job-finding, and on-the-job experiences.

14. Have clients fill out one or more sample application forms of area businesses and industries, preferably one or more in which they are interested.

15. Arrange for a panel of (minority, handicapped or disadvantaged) workers who have been successful in business or industry to present their stories to your clients. Consider placing the discussion on videotape or audiotape recording.

16. Inform clients of the results of follow-up studies, establishments and locales where graduates are employed, and types of work being done by them.

17. Arrange field trips to various businesses and industries, especially those of client interest and conducive to motivating learning. Discuss dress, conduct, etc. before the trip. Emphasize observation and inquisitiveness before the trip. Arrange a post-trip discussion.

18. Encourage teachers to provide information on student skills and performance. (Anecdotal records)

19. Survey the school, several weeks before graduation, for students who have not found jobs, and arrange individual and group sessions to assist them in job search and employment.

PART V

FOLLOW-UP (EVALUATION AND RESEARCH)

The follow-up is a very significant aspect of the job placement coordinator's job. If follow-up is to be optimally useful, it must be planned systematically; the data must be gathered periodically and analyzed carefully. A well-executed follow-up can be very useful in making decisions regarding job placement facilities, programs, policies, and budgets and in preparing reports for persons needing such information, including the administration and state officials. The research involved in follow-up activities frequently provides data leading to changes and the development of new or revised programs and procedures. The primary questions to be answered by the follow-up are:

1. How did the users of the job placement service work out?
2. What effect, if any, did the job placement service have upon the users of its services?
3. How can the job placement service be changed to more adequately serve its users?

Follow-up surveys are usually conducted by questionnaire, interview, or a combination of these two methods (Norris, 1960). A supplement to this would be obtaining information from newspaper reports, contacts with the clients themselves, and contacts with people who knew the clients. All clients should be followed up and accounted for.

One of the most important steps in planning a follow-up survey is developing the necessary forms: covering letter, questionnaire, and a follow-up letter to those persons who do not return the questionnaire.

The covering letter should be brief and personal. It should place emphasis on service to the school as a reason for filling out the quesionnaire completely. The letter may also point out that all questions should be answered carefully, but if the respondent is unwilling to answer any question, he should check the question to indicate that it was not accidently overlooked.

A questionnaire form prepared by the California Bureau of Occupational Information and Guidance is in Appendix Q. If a shorter form is preferred, certain questions can be eliminated. Questions 1, 2, 3, 6, 7, 8, 9, 10, 12, and 16 should be retained.

Clients should be impressed with the importance of follow-up surveys before they leave school. In class meetings or in other group sessions, the questionnaire and other forms should be explained and questions about them answered. With potential dropouts, the plan may best be explained in personal interviews with the teacher in whose class the student is getting his best grades.

Follow-up survey data from other communities are valuable aids in showing students how the results of such surveys can help them with the problems which they will encounter after they leave school. (Norris, 1960)

Following is a list of suggested follow-up activities that may be carried out by the job placement coordinator:

1. Prepare clients before graduation or withdrawal for subsequent follow-up studies.
2. Secure student progress reports from faculty members.
3. Study the success of former job placement clients.
4. Make periodic evaluations of the job placement service, noting such things as:

    a. number of employer contacts with the school
    b. number of job interviews scheduled
    c. placements made

5. Administer an annual client questionnaire to evaluate the job placement service.

6. Include in follow-up studies questions regarding:

   a. employment status, e.g. full- or part-time, unemployed, seeking employment, military service, school
   b. number of job offers initially received
   c. manner of locating first job
   d. location of first job
   e. number of job changes
   f. present job duties
   g. job satisfaction
   h. relation of job to training
   i. length of present employment
   j. salary
   k. opinion of job placement services rendered

7. Select a group of employers and obtain their suggestions for improving your job placement service.

8. Follow-up with employer to ascertain the extent to which your clients exhibit good work habits, job knowledge, and personal habits.

9. Determine the effects of certain job placement activities upon the manner in which clients perceive of themselves and the extent to which they engage in job seeking behavior.

10. Determine, through study, factors beyond test scores which help to predict success of your job placement clients.

11. Develop methods of conducting a follow-up study of job placement clients in depth to obtain a style-of-life description of clients.

12. Secure technical assistance to construct research instruments, to analyze data through statistical procedures, to use data processing equipment, and to give consultative help.

13. Study other in-state and out-of-state job placement research, evaluation, and follow-up.

14. Prepare, after graduation, a report for faculty and administration on the results of the placement effort.

15. Facilitate the appropriate use of follow-up studies by:

    a. preparing readily understandable reports
    b. distributing the reports to all persons who may have use of them
    c. participating in discussions of the implications of the findings for program improvement

16. Distribute pertinent research and evaluation findings written in non-technical language to gain public interest and support.

17. Develop a map depicting job location of clients.

18. Make comparisons of previous progress from yearly reports.

APPENDIX A(1)

CHILD LABOR LAWS (Procedure for Issuing Employment Certificates for Minors, Georgia Department of Labor)

In order to be employed, the Georgia State Child-Labor Law requires all children under 18 years of age to secure an employment certificate. The law covers all gainful employment except work in agriculture, domestic service in private homes, or work for a parent or person standing in place of a parent.

With the exceptions referred to above, the law provides for a minimum age of:

16 in any gainful employment during school hours unless the minor has completed Senior High School.

16 for employment in or about any mill, factory, laundry, manufacturing establishment or workshop, and in certain hazardous occupations, at any time.

14 outside of school hours and during vacations in employment which is non-hazardous, and exclusive of employment in or about a mill, factory, laundry, manufacturing establishment or workshop.

12 outside of school hours and during vacations for employment of boys only in wholesale and retail stores.

The law further provides that no minor under 16 may be employed for more than four hours on any day in which the school attended by said minor is in session, or more than eight hours on days other than school days, or more than 40 hours in any one week, or before six a.m. or after nine p.m. (For sale and delivery of newspapers in residential areas, not after nine p.m. or before five a.m.)

QUESTIONS AND ANSWERS PERTAINING TO THE CHILD LABOR LAW

1. Q. To what employers does the Georgia Child Labor Law apply?

   A. Anyone who employs a minor under 18 years of age.

2. Q. What age is prohibited under the Child Labor Law?

   A. Boys under 12 years of age cannot be gainfully employed in any type of work.

   B. Girls under 14 years of age cannot be gainfully employed in any type of work.

3. Q. For which jobs must a minor be at least 16?

   A. Manufacturing plants.
   Construction work.
   Excavation work.
   In or about any machinery or any type of work that the Commissioner of Labor may declare hazardous.

4. Q. Are there any exemptions for the Georgia Child Labor Law?

   A. Yes.

   (1) Employment by a parent or person standing in place of a parent.
   (2) Domestic service in private homes.
   (3) Employment of children in agriculture.

5. Q. What are the purposes of employment certificates?

   A. Employment certificates have a twofold purpose:

   (1) Protecting minors from harmful employment as defined by law.
   (2) Protecting the employer from unintentional violation of the minimum-age provisions.

6. Q. Where are these certificates obtained?

   A. Through the office of the county or city school superintendent.

7. Q. Who administers the Child Labor Law?

   A. The Commissioner of Labor.

8. Q. What are the prerequisites for securing employment certificates?

   A. (1) Employer's application for certificate, which is referred to as Form 1. (These forms may be secured through the office of the school superintendent.)

   (2) Physician's health certificate, which is referred to as Form 2. (These forms may be secured through the office of the school superintendent.)

   (3) Certified copy of birth certificate.

9. Q. Is it permissible for a minor to secure an employment certificate and then get a job?

   A. No, he must have the promise of a job before he applies for a certificate. Form 1 must be completed and signed by his employer.

10. Q. I have an employment certificate issued where I was last employed; is it necessary to secure a new one for my next job?

    A. Yes, for the old certificate should have been returned to the school superintendent.

11. Q. Why does the law state that a child under 16 years of age can work only four hours a day after school?

    A. The State of Georgia has a Compulsory School Law, which requires children to go to school until they have reached their 16th birthday or have graduated from high school, and the Child Labor Law is a companionable act to the Compulsory School Law.

12. Q. I have a child who wishes to go to work; may I secure the certificate for him?

    A. No, it is compulsory that the child secure the employment certificate himself, because the certificate requires his signature.

13. Q. I have a daughter who is 16 years of age and is married; is she required to have a work permit?

    A. Yes. Being married does not exempt her from the child labor provisions.

14. Q. What is the minimum age that newsboys may deliver newspapers?

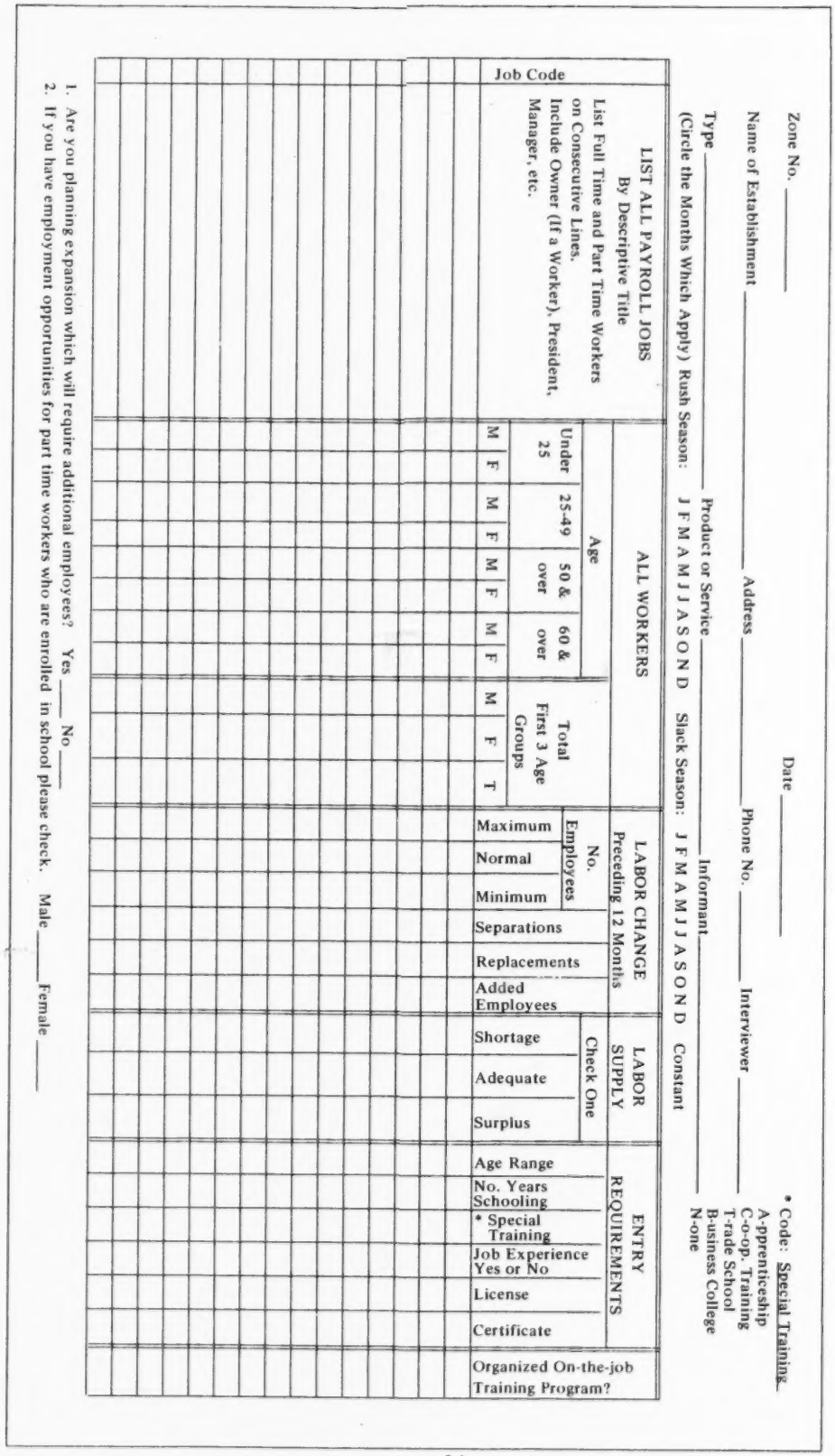
    A. Twelve is the minimum age.

Additional information about Georgia laws pertaining to Child Labor can be obtained by writing to:

Department of Labor
287 State Labor Building
Atlanta, Georgia 30334

APPENDIX B

SAMPLE WORK SHEET FOR A COMMUNITY OCCUPATIONAL SURVEY
(Norris, 1966, p. 276)



Zone No. _____ Date _____ * Code: Special Training
A-pprenticeship
C-o-op. Training
T-rade School
B-usiness College
N-one

Name of Establishment _____ Address _____ Phone No. _____ Interviewer _____

Type _____ Product or Service _____ Informant _____

(Circle the Months Which Apply) Rush Season: J F M A M J J A S O N D Slack Season: J F M A M J J A S O N D Constant

LIST ALL PAYROLL JOBS By Descriptive Title List Full Time and Part Time Workers on Consecutive Lines. Include Owner (If a Worker), President, Manager, etc.	Job Code	ALL WORKERS Age: Under 25 (M, F); 25-49 (M, F); 50 & over (M, F); 60 & over (M, F); Total First 3 Age Groups (M, F, T)	LABOR CHANGE Preceding 12 Months: No. Employees (Maximum, Normal, Minimum); Separations; Replacements; Added Employees	LABOR SUPPLY Check One: Shortage, Adequate, Surplus	ENTRY REQUIREMENTS: Age Range; No. Years Schooling; * Special Training; Job Experience Yes or No; License; Certificate	Organized On-the-job Training Program?

1. Are you planning expansion which will require additional employees? Yes ____ No ____
2. If you have employment opportunities for part time workers who are enrolled in school please check. Male ____ Female ____

APPENDIX C(1)

PROGRAMS TO ASSIST THE DISADVANTAGED OR HARD-TO-EMPLOY

1. The Manpower Development and Training Act (MDTA)

MDTA serves the disadvantaged by providing needed basic education: Institutional or On-the-Job (OJT) Training or Coupled Training--a combination of Institutional and OJT. Some special projects under MDTA include education and training for rural migrant workers, older workers, and returning servicemen.

2. Job Corps

This program is intended for the most seriously disadvantaged youths ages 16 through 21. Heavy emphasis is placed on youth from isolated rural areas and poor home environment. There is an urban center for women in Atlanta.

3. Work Incentive Program (WIN)

This program is for recipients of Aid to Families of Dependent Children (AFDC). The primary purpose of this program is to get people off the welfare rolls and onto payrolls. Local public welfare agencies are responsible for referring eligible AFDC recipients to the State Employment Agency for participation in the program. The WIN program is currently operating in five locations: Atlanta, Augusta, Macon, Columbus, and Savannah.

4. The Job Opportunities in the Business Section (JOBS)

This program is unique in that private employers hire, train, and retrain the disadvantaged. A National Alliance of Businessmen (NAB) operates under the chairmanship of a nationally known figure appointed by the President of the United States. The local NAB staff contacts

private employers seeking pledges to employ the disadvantaged. Atlanta and Columbus are the only two locations that have a NAB structure. In other areas, the program is brought to the attention of employers by local Chambers of Commerce and by the local State Employment Office.

5. Neighborhood Youth Corps (NYC)

This program has three main divisions: in-school, summer, and out-of-school. Check with your local State Employment Office for further information about this program.

6. Georgia Department of Labor's Prison Releasee Program

This program is designed to provide special assistance to releasees and parolees in entering and re-entering the labor market. Both vocational and non-vocational training is provided prior to release from prison.

7. Concentrated Employment Program (CEP) and Model Cities

Both programs are operating in Atlanta and Gainesville only at this time. It is projected that Athens, Savannah, and Alma will be getting Model Cities.

APPENDIX D

GENERAL ABILITY TESTS (Intelligence, Mental Ability, etc.)

1. California Short Form Test of Mental Maturity (CTMM)

The CTMM yields three scores: Language I.Q., Non-Language I.Q., and Total I.Q. One form of the test is available at each level and there are eight levels ranging from kindergarten through college.

The CTMM is probably the most widely used mental ability test in the State of Georgia. The job coordinator should become thoroughly familiar with this instrument in order to use the results most effectively with his clients.

2. Cooperative School and College Ability Tests (SCAT)

The SCAT yields three scores: Verbal, Quantitative, and Total. Interpretative materials are excellent for one form of the test. The SCAT is divided into five levels, ranging from grade four through grade fourteen.

3. Otis Lennon Mental Ability Tests

The Otis-Lennon is a revision of the Otis Quick Scoring Mental Ability Tests and is very similar to it. The Otis-Lennon yields a Total I.Q. only. There is extensive information in the technical handbook to assist in evaluating this instrument. This test is published in six levels and ranges from kindergarten through grade twelve.

APPENDIX E

ACHIEVEMENT TESTS

1. The Comprehensive Tests of Basic Skills (CTBS)

   The CTBS is the 1968 revision of the California Achievement Tests. It consists of ten subtests and ranges from second through twelfth grade. This test is widely used in the State of Georgia, and the job coordinator should be very familiar with it.

2. The Metropolitan Achievement Tests (MAT)

   The MAT covers the range of grades one through thirteen. Vocabulary, reading comprehension, and arithmetic skills are the areas measured by all of the batteries.

3. The Sequential Tests of Educational Progress (STEP)

   The STEP battery consists of six tests: (1) reading, (2) writing, (3) mathematics, (4) science, (5) social studies, and (6) listening. The tests cover the range of grades from four through fourteen.

APPENDIX F

APTITUDE TESTS

1. The Dailey Vocational Tests

The Dailey Vocational Tests are designed for vocationally oriented students and consist of three tests: the Technical and Scholastic Test, the Spatial Visualization Test, and the Business English Test. The test range includes grades eight through adult.

2. The Differential Aptitude Test Battery (DAT)

The DAT yields eight scores: (1) Verbal Reasoning, (2) Numerical Ability, (3) Abstract Reasoning, (4) Space Relations, (5) Mechanical Reasoning, (6) Clerical Speed and Accuracy, (7) Language Usage: Spelling, and (8) Language Usage: Sentences. All of the tests are power tests except the Clerical Speed and Accuracy. The DAT was developed to cover the range from grades eight through twelve.

3. The Flanagan Aptitude Classification Tests (FACT)

The FACT is composed of nineteen tests and is oriented toward vocational guidance. The test is designed to be used from grades eight through twelve.

4. The General Aptitude Test Battery (GATB)

This instrument is used by the State Employment Offices. The job coordinator should contact the State Employment Office and gather as much information as possible concerning this instrument.

APPENDIX G

INTEREST INVENTORIES

1. Kuder Preference Record--Occupational (KPR-O)

This instrument yields 50 scores for specific occupational groups and a verification score. The keys were developed by comparing the answers given by men in specific occupations with men in general. It can be used for grades nine through sixteen and adults.

2. Kuder Preference Record--Vocational (KPR-V)

This inventory yields ten scores representing broad areas of interest and a verification score. The keys were developed on the basis of internal consistency. It can be used for grades nine through sixteen and adults.

3. Kuder Preference Record--Personal (KPR-P)

The KPR-Personal uses the same pattern of items as the KPR-Vocational and appraises liking for five aspects of life situations: (1) being active in groups, (2) being in familiar and stable situations, (3) working with ideas, (4) avoiding conflict, and (5) directing others. This instrument can be used for grades nine through sixteen and adults.

4. Strong Vocational Interest Blank (SVIB)

The SVIB is probably the best known instrument for appraising interests. It has some 60 different scoring keys that relate to specific occupations. Strong has developed a blank for men and a blank for women. The Strong can be used with clients sixteen years of age and older.

APPENDIX H

PERSONALITY INVENTORIES

1. California Test of Personality (CTP)

The CTP is one of the few personality inventories that range from kindergarten to adults. It yields scores on personal adjustment and social adjustment. Several subscores deal with such areas as sense of personal worth, nervous symptoms, and family relations.

2. Edwards Personal Preference Schedule (EPPS)

This inventory attempts to assess the relative strengths of 15 needs. Norms are provided for both males and females. It was designed to be used by adults.

3. Mooney Problem Check List (MPCL)

This instrument provides a systematic coverage of problems often reported or judged significant at various age levels. The items are conveniently grouped by areas (courtship, sex and marriage, home and family life, health and physical development) and a count can be made of the items checked in each area. The MPCL covers the range from grade seven through adults.

APPENDIX I

ATTITUDES AND BEHAVIORS EMPLOYERS FAVOR (Sinick, 1970, p. 53)

Acceptance of criticism
Accuracy
Adaptability
Alertness
Ambition
Application
Attentiveness
Carefulness
Cheerfulness
Concentration
Cooperativeness
Courtesy
Decision-making
Dependability
Diligence
Efficiency
Emotional stability
Enthusiasm
Following directions
Friendliness
Honesty
Humor
Independence
Initiative
Interpersonal effectiveness
Integrity
Judgment
Leadership
Loyalty
Manners
Maturity
Motivation
Neatness
Patience
Perseverance
Poise
Punctuality
Regular attendance
Responsibility
Respect for authority
Self-confidence
Seriousness
Sincerity
Willingness to improve

Suggestion: This may be used as a word list for a recommendation. The counselor may want to sprinkle the letter with these words.

Appendix J

FILLING OUT YOUR APPLICATION FORM (Southern Bell)

1. An application gives the employer a preliminary impression of you. It indicates your interests, training, work experience, habits, and personal background.
2. Read the application blank through carefully before attempting to answer any questions.
3. Unless otherwise instructed, fill out the application form in ink. Watch your spelling. Legibility is very important.
4. Provide information on all items which apply to you.
5. If in doubt about anything on the form, ask for more information.
6. Before returning the application, check it over carefully for any errors or omissions.

Suggestion: It is a good idea to study application blanks of various businesses and industries to determine the items which are of most interest to prospective employers. Make these blanks available to students.

APPENDIX K(1)

HOW TO SELL YOURSELF TO AN EMPLOYER IN AN INTERVIEW ----DO'S

1. Study your qualifications and abilities and arrange this knowledge in your mind so that you can present it briefly and clearly during the interview.
2. Learn as much as you can beforehand about the firm to which you apply. Know something about its products or its services.
3. Be able to say why you want to work for THAT company.
4. Take along papers such as:

   a. Social security card
   b. Health certificate
   c. Union membership card
   d. Proof of age
   e. Any licenses that may be required
   f. Military records

5. Be prompt. Keep your appointments to the minute.
6. Let the receptionist know who you are and whom you wish to see.
7. Make a presentable appearance; be clean, neat, and dress as well as you can afford.
8. Watch your posture. Create a good impression by assuming a graceful position in the chair.
9. Answer all the employer's questions accurately, honestly, frankly, and promptly.
10. Be able to give continuous record of all your jobs, dates of employment, wages received, the exact nature of your work, and the reason you left. This information is important to the employer.
11. When asked, point out the value derived from your training and past experience which will carry over to the job for which you are applying.

12. During the interview, let the interviewer or employer take the lead in talking.
13. Be able to give as references the names of at least three responsible and reliable people who know you well.
14. Speak with a feeling of confidence and enthusiasm.
15. Answer his questions in a pleasant but brief and businesslike way.
16. Feel sure that you are really interested in the type of work you are applying for.
17. Express your appreciation at the close of the interview.

HOW TO SELL YOURSELF TO AN EMPLOYER IN AN INTERVIEW ----DON'TS

1. Don't overdress or wear gaudy clothes. Women should avoid gaudy makeup.
2. Don't take anyone with you to apply for a job. The employer wants to talk to you.
3. Don't be afraid to ask questions about the firm or your job.
4. Don't yawn or slouch or display signs of nervousness.
5. Don't be surprised if you're asked to be interviewed by more than one person or to take tests of your abilities.
6. Never say anything on which you would be unable to make good.
7. Don't bluff or exaggerate; use good English, speak distinctly, and don't talk too much.
8. Do not criticize others, including past employers or associates.
9. Do not mention your personal, domestic, or financial troubles. The employer is interested only in what you can do and how well you can do it--in other words, of what value you can be to him.
10. Don't become familiar or try to win favor by addressing the interviewer as "Jack" or "Buddy."
11. Do not become discouraged if during your first interview, you become nervous and fail to present yourself favorably. Employers understand and make allowances. Deliberately seek interviews and improve your presentation each time.

APPENDIX L

WHY YOUNG PEOPLE FAIL TO GET AND HOLD JOBS (New York State Employment Service)

Appearance

Attitude and behavior

Ignorance of labor market facts

Misrepresentation

Sensitivity about a physical defect

Unrealistic wage demands

Failure to notify employer of absence

Insufficient training

Insistence on own concept of job

Balks at entry requirements

Applying for job with friend or relative

Inability to get along with others

Unsuitability for job

Reputation for unreliability

No sense of responsibility

APPENDIX M

PERSONAL DATA SHEET OF AN EDUCATIONAL PLACEMENT FORM (Norris, 1966, p. 360)

1. Name in full _____ Date _____
   Last First Middle
2. Permanent home address _____
   Number and Street City State Phone
3. Mailing address _____
   If different from home address Number and Street City State Last date you will be here
4. Birthplace _____ Date of birth _____ Are you a U.S. Citizen? Yes _____ No _____
   Month Day Year
5. Single _____ Married _____
   Husband's or wife's full name
6. Have you had any experience in the Armed Forces? Yes _____ No _____ Total months in Service _____ Branch of Service _____
7. Have you previously applied for admission to any college or university? Yes _____ No _____ If so, give name of the institution and full details of the outcome of your application _____
8. List in chronological order all high schools attended.
   Name of Institution _____ City _____ State _____ Attendance Date (Month and Year) _____
   _____ From _____ To _____
   _____ From _____ To _____
9. When do you expect to enter college? Fall _____ Winter _____ Spring _____ Summer _____ Year _____
10. a. (1) Father's full name: _____ b. (1) Mother's full name _____
    Last First *Last First*
    Address _____ Address _____
    If different from No. 2 *If different from No. 2*
    (2) Living? _____ (2) Living? _____
    (3) Is he a U.S. Citizen? _____ (3) Is she a U.S. Citizen? _____
    (4) Occupation _____ (4) Occupation _____
11. If you have a legal guardian or foster parents give name _____
    Address _____ Relationship to you _____
12. Give names, addresses, and occupation of at least two responsible adult persons as references (not foremen, teachers or relatives)
    _____
    Name Address Occupation

APPENDIX N(1)

SAMPLE RESUME

Miss Donna Harrison
33 Gilmer Street, S.E.
Atlanta, Georgia 30303

Phone: 222-0000
Social Security No.: 222-00-0000

PHOTO

(optional)

Type of work desired: Clerk Typist
Date: April 5, 1971

PHYSICAL CHARACTERISTICS

Age: 16 (Date of birth: 2-13-55)
Height: 5'5"
Weight: 130 lbs.
Health: Excellent

EDUCATION

School	Dates of Attendance
Woodlawn Elementary School	September 1961 to June 1967
Atlanta Junior High School	September 1967 to June 1970
Atlanta Senior High School	September 1970 to present

COURSES TAKEN THAT MIGHT BE HELPFUL IN THIS POSITION

Typing I General Business Psychology

WORK EXPERIENCE

Summer 1970: Waitress at Burger Haven
Employer: Mr. H. Harmon
2261 Dixie Road
Atlanta, Georgia 30319

March 1969 to May 1969: Salesgirl at Hanson's Dress Shop
Employer: Mrs. F. Hanson
431 Peachtree Street
Atlanta, Georgia 30379

REFERENCES

Mr. Arnold Lang
310 Brent Road
Atlanta, Georgia 30109

Phone: 281-0398
Occupation: Carpenter

Mrs. Barbara Wayne
7189 Cliff Valley Road
Atlanta, Georgia 30302

Phone: 631-1029
Occupation: Housewife

Mr. Walter Morris
3876 Drew Avenue
Atlanta, Georgia 30800

Phone: 349-8387
Occupation: Plumber

APPENDIX O

HOW TO ARRANGE FOR AN INTERVIEW (Southern Bell)

1. If you arrange for an interview by letter--

   A. Have it well prepared and properly written.

   B. Type the letter unless a handwritten letter is requested.

   C. Use short concise sentences with the letter not being more than one page in length.

2. If you arrange for an interview by telephone--

   A. Make your call businesslike and courteous.

   B. Speak distinctly and with confidence.

   C. Give your name clearly.

   D. Know the name of the person who is to interview you and how to pronounce it correctly.

   E. Make a written note of time, place, and name of person to whom you are to report.

   F. As soon as your appointment is made, thank the person and bring your conversation to a close.

APPENDIX P

WHAT TO DO AFTER THE INTERVIEW (Southern Bell)

1. Inform the person who referred you to the job regarding the outcome of your interview.
2. If the job is offered to you, notify the employer of your acceptance as soon as possible. Assure him that you will report at the time and place designated.
3. If you accept some other job in the meantime, you should immediately notify both the employer to whom you applied and the person who referred you to him.
4. If you did not get the job, think through your first interview and try to discover what you could have done better.
5. Don't be discouraged if you do not get the first job for which you applied. Fortitude is needed in job seeking. Stick to it until you get the kind of job you want.

APPENDIX Q(1)

SAMPLE QUESTIONNAIRE (Norris, 1964, pp. 320-323)

STUDY OF FORMER STUDENTS
(Name of School)

(NOTE. YOUR ANSWERS WILL BE CONSIDERED CONFIDENTIAL. THEY WILL BE USED ONLY FOR STATISTICAL PURPOSES AND FOR THE IMPROVEMENT OF OUR SCHOOL PROGRAM)

Your Name _____ Date _____

*Mr.
*Mrs. _____ Present Address _____
*Miss *(*Cross out two)*

If Mrs., give maiden name here _____

Course taken in school _____ Year you graduated _____ (or) Dropped Out _____
(college prep, business, general, etc.)

If you dropped out of school before graduation, please give the following information:

(1) Your age when you left school: _____
(2) What grade were you in when you left? _____
(3) Did you leave before the end of the year or did you finish the year?
(please check one)
1)_____Left before the end of the year.
2)_____Finished the year.

---

*1. Are you *(please check one)*
(1)_____ Single
(2)_____ Married (if married, how many children do you have? _____)
(3)_____ Divorced or separated
(4)_____ Widowed

*2. What are you now doing? *(please check one or more)*
(1)_____ Working for pay, full-time
(2)_____ Working for pay, part-time
(3)_____ In school, full-time
(4)_____ In school, part-time
(5)_____ Housewife
(6)_____ In business for self
(7)_____ In armed forces
(8)_____ Not working but looking for job
(9)_____ Not working and not looking for job
(10)_____ Other *(please describe)* _____

*3. Please list below any additional education you have had since leaving this school. Include post-graduate work, correspondence courses, private lessons, trade or business school, apprenticeship, junior college, college, university, and any other types of education.

NAME OF SCHOOL	COURSE YOU TOOK	Date Entered	Months Spent	Diploma, degree, etc.

(If more space is needed, write "over" and use the back of this page)

4. For what occupation are you now preparing yourself? _____

5. What is your father's regular occupation? _____

*6. Which of the following helped you most in selecting an occupation and in making your educational and vocational plans? *(Check one or more)*

(1) _____Parents
(2) _____Other relatives
(3) _____Friends
(4) _____A teacher
(5) _____Principal
(6) _____Counselor
(7) _____Work Experience
(8) _____School subjects (name) _____
_____
(9) _____No help received

*7. THIS IS A VERY IMPORTANT QUESTION FOR THOSE WHO DROPPED OUT OF SCHOOL BEFORE GRADUATION. Will you state very frankly the real reason or reasons why you left school. Your honest answers will help to improve the school. Other studies of drop-outs show that among the reasons why students leave school are financial need, ill health, dislike of school or teachers, failure in courses, desire to go to work, marriage, change of residence. But think through your own experience and give the reasons why you withdrew.

_____
_____
_____
_____

IF YOU HAVE NOT BEEN WORKING SINCE LEAVING SCHOOL OMIT QUESTIONS 8 TO 13 AND GO ON TO QUESTION 14.

*8. Please describe below the jobs you have held since leaving school:

EMPLOYER OR FIRM	TITLE OF JOB OR KIND OF WORK	Date you started	Months on job	Weekly Wage

(If more space is needed, write "over" and use the back of this page)

*9. To what extent has your school training helped you on your present job? (Check appropriate blank to the right)

(1) _____A great deal
(2) _____Some
(3) _____Little or none
(4) _____I'm not certain about this

*10. In what ways could your experience in this school have been more helpful to you?

_____
_____
_____

11. Do (did) you like your present (or most recent) job? (1)_____ Yes (2)_____ No
Why? _____

_____

*12. Which of the following helped you most in getting your first steady job after leaving school? *(please check one or more)*

(1) _____Parents or other relatives
(2) _____Friends
(3) _____School (teacher, counselor or other school person)
(4) _____My own efforts
(5) _____Newspaper advertisement
(6) _____Public employment service (non-fee)
(7) _____Private employment agency (fee)
(8) _____Other (please explain) _____

_____

_____

13. Where was the knowledge or training needed in your present occupation gained?

_____

14. What clubs, organizations, and activities did you take part in while in high school?

_____

_____

15. What community clubs, organizations, and activities do you now take part in?

_____

_____

*16. Please indicate by checking in the proper column how much this school helped you in regard to each of the following:	(1) A great deal	(2) Some	(3) Little or none	(4) Uncertain
1) Using your spare time				
2) Taking care of your health				
3) Taking part in community and civic affairs				
4) Marriage and family life				
5) Securing a job				
6) Getting along with other people				
7) Preparing for further education				
8) Understanding your abilities and interests				
9) Ability to read well				
10) Using good English				
11) Using basic math skills				
12) Using your money wisely				
13) Conducting your own business affairs				
14) Thinking through problems				

17. If you have further comments or suggestions for improving any part of this school's program, please state them here.

_____

_____

_____

_____

18. Can this school be of further service to you? If so, please explain here or write or phone to the school.

_____

_____

_____

19. Do you personally feel a need for further education through adult or evening classes? If so, in what fields or courses?

_____

_____

THANK YOU FOR YOUR HELP AND COOPERATION

*All items marked thus are on the minimum list which it is hoped all schools will include in follow-up studies. For further information see the section of this bulletin which discusses the questionnaire.

California State Department of Education, "Guide for Making a Follow-up Study of School Dropouts and Graduates," *California Guidance Bulletin*, No. 13 (January, 1950), pp. 16-18.

APPENDIX R

SUGGESTIONS TO CLIENTS SEEKING JOBS (Sinick, 1970, p. 57)

Tell relatives, friends, neighbors that you're looking.

Tell you minister, rabbi, or priest, your doctor and dentist.

See your school counselor or placement officer.

Tell teachers, advisers, or other school personnel.

Alert school or college alumni associations.

Alert your librarian and local businessmen you deal with.

Get in touch with any employers you have worked for.

Examine the classified telephone directory for employer names.

Telephone prospective employers for interview appointments.

Pay personal visits to places of employment.

Send letters of application to likely employers.

Read bulletin boards at supermarkets and other places.

Read classified ads ("Help Wanted") in newspapers.

Read classified ads in trade and professional magazines.

Visit unions and trade and professional associations.

Visit chambers of commerce and manufacturers' associations.

Visit fraternal organizations, service clubs, and other social groups.

Visit churches and synagogues and religious organizations.

Register at the State Employment Service office.

Register at private employment agencies for permanent jobs.

Register at special private agencies for temporary jobs.

Register at Volunteer Bureau for non-pay jobs.

Apply at local, state, and Federal civil service offices.

Put "Situation Wanted" ads in daily and weekly newspapers.

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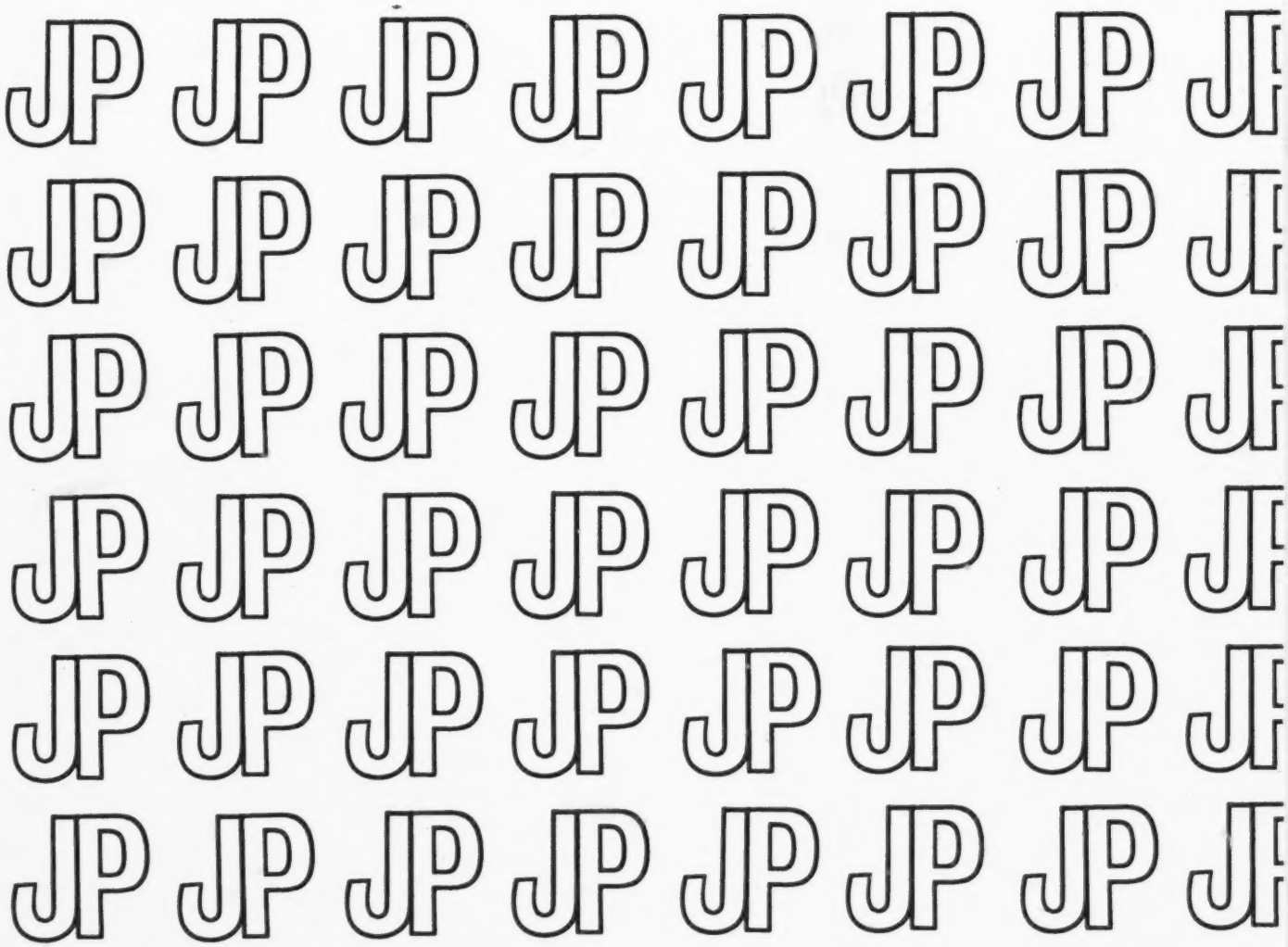

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1972